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ABSTRACT

The concept of lifelong learning places new emphasis on helping out-of-school adults make their educational and employment choices. Educational institutions are beginning to extend their counseling services to adults who need them. However, other agencies and various educational programs designed to meet specific adult needs, which include educational and/or employment counseling, operate throughout the state of Pennsylvania. This report identifies the types and locations of the various counseling services within the state on a regional basis. While this report focuses on specific services in a single state, it offers guidelines to others, relating to services which might be offered as part of a total state service program to all adults in that state. (Author/CJ)

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CG

Educational Counseling Services for Nonschool Adults

Including:

ADULT BASIC EDUCATION
CAREER RESOURCE CENTERS
DISTRICT LIBRARY CENTERS
EMPLOYMENT SECURITY OFFICES
GENERAL EDUCATION DEVELOPMENT
REHABILITATION FACILITIES
SKILL CENTERS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Pennsylvania Department of Education
May 1975

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SUMMARY

The concept of lifelong learning places new emphasis on helping out-of-school adults make their educational and employment choices. Educational institutions are beginning to extend their counseling services to adults who need them.

However, other agencies and various educational programs designed to meet specific adult needs, which include educational and/or employment counseling, operate throughout the state. This report identifies the types and locations of the various counseling services within the state on a regional basis.

The following types of services are identified:

Adult Basic Education--These programs (1) prepare out-of-school adults for the General Education Development (GED) test, given to people seeking a Commonwealth secondary school diploma, (2) raise the general level of literacy in Pennsylvania and (3) offer citizens a place to brush up on the basic reading, writing and arithmetic skills necessary for career mobility and change, various tests and general knowledge.

Career Resource Centers--Each of these is staffed by a director and/or career resource specialist who, as a professional guidance and counseling person, knows about changing career patterns locally as well as nationally. A career resource center provides students, faculty, parents and other adults with career information that is current, accurate and easily understood.

District Library Centers--The district library center system, established through P.L. 324 on June 14, 1961, gives more citizens ready access to public library service. Libraries are a vital source of information that can help individuals determine their career and academic objectives.

Employment Security Offices--Employment service counseling helps individuals determine their interests, aptitudes, skills, knowledge and physical capacities in relation to job requirements. The offices identified on the regional maps represent only those with at least one employment counselor available.

General Education Development--The tests of General Education Development were authorized by the State Board of Education in August 1963 to assess the educational level achieved by Pennsylvania residents who are not high school graduates. GED tests permit an individual to take advantage of knowledge acquired as a result of firsthand observation, direct experience, self-directed reading and study and other experiences with problems, ideas and people. After satisfactorily passing the tests, the adult receives a Commonwealth secondary school diploma from the Department of Education.

Rehabilitation Facilities--Vocational rehabilitation is a public service provided by the Commonwealth of Pennsylvania in cooperation with the federal government to help prepare handicapped persons for gainful employment. It helps them select suitable jobs and prepare for a designated vocation through counseling, training, physical restoration and placement in employment.

Skill Centers--Two skill centers in Pennsylvania are federally funded through the Comprehensive Employment and Training Act. The purpose of these centers goes beyond simply providing a place where someone goes to learn a trade. The intent is to provide a total environment for a major portion of the trainee's day, on the premise that the environment constantly influences behavior. Candidates who enter training need ongoing guidance, encouragement and support. In addition to providing trade skills, the centers are demonstrating that a person's self-concept can be changed. When a trainee graduates he/she should not only have the skills of a trade but should consider himself/herself a productive, confident individual.

ADULT BASIC EDUCATION

The objectives of adult basic education are (1) to prepare adults for the General Education Development (GED) test, which is taken to obtain a Commonwealth secondary school diploma, (2) to raise the general level of literacy in Pennsylvania and (3) to offer citizens a place to brush up on the basic reading, writing and arithmetic skills necessary for career mobility and change, various tests and general knowledge.

In fiscal year 1975, adult basic education programs are being offered to out-of-school adults at 217 locations. Public schools house 144 programs; 22 are at state hospitals, 42 at correctional institutions; and nine at learning centers. At least one class is offered at each of the 217 locations.

There are nine adult learning centers in Pittsburgh, Altoona, Pleasant Gap, Harrisburg, Erie, Uniontown, Lancaster, Lebanon and at the Lewisburg federal penitentiary. The learning centers differ from regular program locations in that they deliver services full time. One or more persons at each center works a 40-hour week. The center's staff is qualified to assess an adult's educational needs, develop individualized learning programs and devise methods of helping adults overcome specific basic education weaknesses.

The services offered at the centers, which aim to improve people's communication, computation and social skills, are free, as are books and supplies. Most centers are open all day and evening year-round and scheduling is flexible. Though the student chooses the instruction, the counselor may offer helpful advice.

Although the major thrust of adult learning programs is for adults, many of the centers have found it necessary to provide facilities and ancillary programs for children. In areas heavily populated by foreign speakers, children often attend English as a second language (ESL) classes. When eager adult learners are faced with child-care problems, the children often accompany their parents.

While the large percentage of persons receiving adult basic education services falls within the 16-24 age category, there are individuals being helped at all age levels. Page two contains a profile of the types of people served in fiscal year 1974.

ADULT BASIC EDUCATION

NUMBER OF PARTICIPANTS BY RACE, SELECTED ETHNIC GROUPS, AGE AND SEX

Age	American Indian		Black		Oriental		Spanish Surnamed		Other Individuals Not Included in Cols. (b) Thru (i)		Total Cols. (b) Thru (k)
(a)	(b) Male	(c) Female	(d) Male	(e) Female	(f) Male	(g) Female	(h) Male	(i) Female	(j) Male	(k) Female	(l)
16-24	1	0	2711	2585	97	152	559	686	3352	2536	12,679
25-34	4	0	1679	975	66	195	457	350	2048	1702	7,476
35-44	0	0	448	304	45	78	281	202	1001	1116	3,475
45-54	0	0	156	172	20	21	102	99	619	672	1,861
55-64	3	0	43	74	3	5	8	39	214	248	637
65 Plus	0	0	27	22	0	0	9	11	75	100	244
Total	8	0	5064	4132	231	451	1416	1387	7309	6374	26,372

CAREER RESOURCE CENTERS

A career resource center exists to provide students, faculty, parents and other adults career information that is current, accurate and readily understood. In addition, a career resource center is responsible for determining the information needs of its clientele and providing career materials to meet the needs.

Career-development decisions are based on available information about employment opportunities, self-knowledge, parental influence and school experiences. Since changes in technology and society rapidly modify career opportunities, career planning is becoming an increasingly complex process for students contemplating entry into the working world.

Each career resource center must formulate specific objectives reflecting the concerns of the center's prospective clientele. However, the following general objectives are inherent in a center's operation:

1. To collect, evaluate and disseminate accurate and relevant career information.

2. To help the center's clientele locate, evaluate and use career information.

3. To help students integrate self-knowledge with relevant career information through counseling services.

4. To help faculty members integrate information into their instructional activities so as to support students' career development.

5. To assist parents in becoming active, concerned and understanding participants in the career development of their children.

6. To use community resources to foster a better understanding of the relationship of education to work.

Experiences gleaned from the establishment and evaluation of five pilot centers aided in the development of other centers. The pilot centers, set up with funds provided through the Research Coordinating Unit for Vocational Education under Section 142(d) of Part D of P.L. 90-576 (Vocational Education Amendments of 1968), were monitored from 1970 to 1973 to help the PDE determine guidelines for subsequent centers. In 1974 there were 17 career resource centers; by 1975 there were over 70. Financial support varies with each center. Besides federal, state and local funding, administrators are sometimes able to acquire funds from private foundations and local civic organizations.

The personnel and materials available at each center vary, too. However, the main distinction between a regular school guidance function and a career resource center is that there is a special room staffed by a director and career resource specialist, the latter a professional guidance and counseling person who knows about changing career patterns at the local and national levels. The center operates full time.

Although the centers provide service to out-of-school adults as well as to students within the school, experience indicates that the service non-students get is minimal. The reason is, perhaps, that out-of-school adults aren't adequately informed of the services available.

DISTRICT LIBRARY CENTERS

The district library center system was established by P.L. 324 on June 14, 1961, following a study commissioned by the state librarian at the governor's request in 1958. Consultant Lowell A. Martin directed the study with the assistance of an advisory committee appointed by the Pennsylvania Library Association.

Martin proposed a coordinated system of public libraries to strengthen the delivery system and to provide more citizens ready access to library service. He recommended a statewide system based on standards at three levels: (1) standards for local library units, outlets that provide resources most frequently used in small cities and towns in rural areas; (2) standards for district library centers which are strategically situated across the state and which provide a greater amount of general library service for areas comprising one or more counties; and (3) regional resource centers for research and specialized subject service coordinated by the State Library in Harrisburg. The district centers were to be situated in larger cities or, in a few cases, in college libraries.

The three levels were to be held together by a flexible system which makes each unit responsible for people in its service area, yet free to call on all higher levels when its own resources do not suffice. The local library, the basic unit on which the whole system was to be built, could then provide the quality of service that a local library could not do on its own. Such a coordinated system, designed to stretch the tax dollar, would make a small local library about as strong as the strongest libraries in the state.

Further clarifying the particular function of the library centers are the following excerpts from Title 22 of the Pennsylvania Code:

> Section 141.2. District library centers.
>
> (a) The primary purpose of State aid to district library centers is to enable such libraries to exercise leadership in developing a coordinated system of library services among all the local libraries of a district which will bring maximum diversity, quality and use to all the residents of the district.
>
> (b) Such State aid is intended to provide services and resources beyond those which a district library center offers as a local library and for which it is receiving state financial assistance. While the extent of district services and activities shall be related to the amounts of State funds available, each district library center receiving State aid shall offer reference services to all persons and local libraries and interlibrary loan services through local libraries applying therefor and take steps toward meeting all of the criteria specified in Section 141.22 of this Title (relating to district library centers).

EMPLOYMENT SECURITY OFFICES

Employment service counseling, sometimes required to determine an individual's interest, aptitude, skill, knowledge and physical capacity in relation to job requirements, may include aptitude testing when advisable. Such testing is helpful when a person is not "occupationally set." It is provided by counselors in local offices of the Pennsylvania State Employment Service. Persons may obtain employment service counseling if they don't know what kind of work they can do or what kind of work they want to do, or if they are neither satisfied nor successful in the kind of work they have been doing.

The 113 employment security offices identified on the county maps represent only those which have at least one employment counselor available. Offices in heavily populated areas may have as many as seven counselors.

Counseling may be for choice, change or adjustment. Counseling focusing on choice occurs when a person is entering employment for the first time or is reentering after a long layoff. Counseling for change refers to a need for the individual to find work in another field because of economic shifts or personal conflicts, like a change in his or her health condition. Counseling for adjustment refers to those instances when a person has made a suitable employment choice, but for personal, legal, family or other reasons, must make an occupational change. The last is the most difficult type of counseling, and other community counseling services are often used, too.

Each employment security office keeps its own directory of employers for job referral and keeps in contact with educational and training institutions. The Pennsylvania Department of Education publication, A Guide to Specialized Training Institutions in Pennsylvania, is used by all offices to supplement catalogues of local institutions.

To help individuals determine their abilities and interests, the U.S. Department of Labor published the General Aptitude Test Battery in 1947. Because it has been validated in many occupations, the GATB has become recognized as the best validated multipled aptitude test battery in existence for vocational guidance.

The Kuder, Strong and other interest inventories are available, but, in practice, counselors tend to use information derived from interviews concerning a person's interests and background.

If an individual seeking counseling has already decided on what he or she wants to do, then the counselor provides information about the occupational outlook and acts as a referral contact for community resources, such as veterans benefits that may help the individual obtain employment or the education and training needed to reach a career objective. In instances where persons have not decided career objectives, the counselor assists them formulate occupational goals and the plans to implement the goals.

Traditionally, employment security counseling has been viewed as a service for occupational rather than professional careers. However, this image is changing. Two new offices, one in Philadelphia and one in Pittsburgh, provide counseling services specifically for professional and clerical careers. Besides receiving information on local placement, applicants may elect to be placed on a statewide clearance list circulated every two weeks. Vacancies are also listed and circulated.

GENERAL EDUCATION DEVELOPMENT (GED)

The Commonwealth secondary school diploma, issued by the Department of Education, certifies that the holder has achieved an educational level meeting the State Board of Education's requirements for secondary school graduation.

General Education Development tests were adopted by the State Board of Education in August 1963 to assess the educational level achieved by Pennsylvania residents who are not high school graduates.

The GED tests are somewhat different from the usual school achievement tests. In a formal secondary school setting there is likely to be a more complete and detailed coverage of specific facts learned through the use of reference books, textbooks and planned lesson presentations. The GED tests, on the other hand, permit individuals to use their knowledge acquired from firsthand observation and experience, self-directed reading and study, conversations, informal group discussion and other experiences with problems, ideas and people.

The GED test consists of five sub-tests that measure the candidate's knowledge and understanding of the following:

1. Correctness and effectiveness of expression (spelling, vocabulary and English grammar).
2. Reading and interpretation of materials in social studies.
3. Reading and interpretation of materials in natural sciences.
4. Reading and interpretation of materials in literary materials.
5. General mathematical ability (arithmetic problem-solving, use of graphs and tables, units of measurements and algebraic, geometric and modern math concepts).

Eligibility to take the GED exam is determined by:

1. Residency--any person living in Pennsylvania.
2. School Attendance--any person not enrolled in an approved or licensed secondary school.
3. Age
   a. Age for GED testing
      (1) Any person 18 years of age or older, or
      (2) Any person 16 to 18 years of age may take the examination under one of the following provisions:
         (a) At the written request of an employer for the applicant, who must establish high school equivalency for job opportunities.

(b) At the written request of a college or university official, who will consider acceptance of the applicant on the basis of GED test scores.
(c) At the written request of a recruiter of persons who wish to enter a branch of the Armed Forces, where high school equivalency is a prerequisite.
(d) At the written request of the director of a state institution for residents, patients or inmates, no earlier than 90 days before anticipated release or discharge from the institution.
(e) If the applicant's last school class has graduated, as verified by the written statement of the high school principal.

b. Age for Diploma

The Commonwealth secondary school diploma will be issued to successful candidates who are 18 years of age or older. Candidates under the age of 18, qualifying for the diploma under the provisional age requirements above, will be issued a letter attesting to the successful completion of the examinations and stating that the diploma will be issued, upon request, after the candidate attains age 18.

The applicant is responsible for contacting the test center of his/her choice to fill out an application form and to arrange for testing. The test fee ranges from $5 to $15, according to the location of the test center. The fee is payable to the test center director.

An applicant who did not successfully complete the tests may take a retest after a 90-day wait. Tutoring is not necessary but may be desirable. The application must indicate that the scores to be reported are retest scores.

An applicant does not have to retake the entire test, but may choose to take one or more subtests to acquire the score necessary to qualify for the diploma. A standard score below 35 on any subtest requires the applicant to be retested in that particular area. The Commonwealth secondary school diploma will be issued automatically to all qualified applicants. Candidates not qualified will be so informed. However, since some school districts do issue a local school district diploma on the basis of these test scores, inquiry should be made to the school district of residence as to what the local practice is.

REHABILITATION FACILITIES

Vocational rehabilitation, a public service provided by the Commonwealth of Pennsylvania in cooperation with the federal government, helps handicapped persons select suitable jobs and prepares them for a designated vocation through counseling, training, physical restoration and placement in employment.

Vocational rehabilitation services are intended as a legal right and public service, similar to public education, visiting nurse services, health centers welfare agencies, libraries and police and fire protection. All persons who have permanent disabilities that prevent them from engaging in gainful employment and who can be prepared for new jobs, are eligible for this service.

This includes injured people who cannot resume old jobs. There were 21,607 persons rehabilitated in fiscal year 1974.

After a handicapped person contacts the Bureau of Vocational Rehabilitation, a plan will be started for his/her restoration. Medical examination at a diagnostic facility or by a physician of the individual's choice will determine the exact nature and extent of the disability, which must be one that jeopardizes the person's chances of obtaining and holding a job.

After the physical condition is determined, the individual's social and educational background, vocational interests and abilities, and previous employment record are evaluated through interviews and aptitude tests. This information forms the basis for rehabilitating the individual.

Many physical and mental handicaps can be corrected by vocational rehabilitation; others can be reduced to the point where they do not interfere with demands of a properly selected job. Following treatment, training and job placement, the individual can often handle a position as well as a nonhandicapped person. The Bureau of Vocational Rehabilitation provides, without cost to the individual, a full range of diagnostic examinations, evaluation, guidance and placement.

There are eight phases in the vocational rehabilitation plan. All may be needed for some individuals, while only various combinations may be required for the successful readjustment of others. These phases include:

1. Locating the disabled persons as early as possible after the handicapping condition takes place so rehabilitation begins before they are unduly exposed to the disintegrating affects of idleness and hopelessness.

2. Medical and vocational diagnosis. Through medical examination the extent of the applicant's disability is discovered, his/her eligibility for services and the ability to meet the physical demands of work are determined. The type of job he/she can do best is established after interviews and aptitude tests by vocational counselors.

3. Guidance and counseling. These phases comprise a continuous service which dovetails other parts of the rehabilitation process into an organized plan. It begins with the first interview and continues through a satisfactory job placement. Counseling helps the disabled person understand his/her assets and liabilities, the cause of his/her present problems and the steps necessary to correct these difficulties.

4. Physical restoration. This includes many types of medical or allied services which all aid in eliminating or substantially reducing a disability as a job handicap. Included are medical, surgical and psychiatric service, physical and work therapy, hospitalization, dentistry (when an employment handicap), care in convalescent or nursing homes, medical supplies and prosthetic appliances.

5. Training. Suitable employment is provided in many instances through mental and physical training, prevocational, vocational and supplementary instruction. This training is provided either to prepare the disabled person for a job or to make him/her more employable through added skills and capabilities.

6. Auxiliary services such as maintenance during rehabilitation, transporation, books and other training materials, occupational licenses and customary occupational tools and equipment.

7. Placement in employment to utilize to the utmost the individual's capabilities considering his physical and mental temperament.

8. Follow-up on the individual's job performance for a reasonable time to make any necessary adjustments or provide further medical care or to supplement training if required.

Vocational rehabilitation services provided for disabled persons vary with the individuals who are served, but in each case the particular differences and aptitudes of the citizens concerned are the factors which determine the type of services necessary. For one, physical restoration including an artificial appliance may be necessary before he can return to his former occupation or take a new job. For another, a change in the type of employment may be required. Still to another, counseling and advice may be offered on a proposed business venture. For others, training alone may be sufficient.

The vocational rehabilitation program is an individualized process similar to the cutting of a specially tailored suit. Each handicapped person presents distinct problems, the solution of which requires--and receives--understanding, imagination, patience and ingenuity. Services are offered in such manner as to respect the freedom and dignity of the individual who participates in selecting the employment goal and the rehabilitation plan which is designed for his benefit.

SKILL CENTERS

There are two skill centers in Pennsylvania which are federally funded through the Comprehensive Employment and Training Act--the J. F. Kennedy Center in Philadelphia and the Connelley Center in Pittsburgh. The Comprehensive Employment and Training Act is an outgrowth of the Manpower Development and Training Act.

The initial purpose of the Manpower Development and Training Act was to retrain experienced individuals whose skills were rendered obsolete by automation or technological change. These individuals were recently unemployed, had work experience and generally possessed sufficient education to benefit from occupational retraining. Techniques used in retraining could be the established methods of vocational training. The success of the program could be judged in terms of benefits to the nation's economy in quickly retraining and placing experienced individuals into skill shortage and other needed occupations.

With the increased awareness of chronic pockets of unemployment the act was administratively redirected to serve primarily the needs of persons having more severe handicaps to employment. These were the hardcore unemployed who needed more than occupational training for employment. The established training techniques suited to a literate, middle-class individual were no longer successful in training the persons referred to the program.

The Kennedy Center was among the first in the country to introduce open-ended individualized instruction through the use of teacher aides, orientation, GED instruction, etc. Counseling at the centers is coordinated by counselors who hold a Pennsylvania certificate in counseling which requires a master's degree in guidance and counseling.

Each trainee is interviewed by a counselor during the first week of training, if possible, so that information can be exchanged, problems worked out and relationships established. After the trainee has been in attendance for one month, a support team meets with the trainee to review progress, work on problems and strengthen the relationship. In areas where there is ongoing concern, such as the trainee's progress, the counselor will continue to see the trainee and instructor until the situation is satisfactorily resolved.

The Bureau of Employment Security counselor and the skill center counselor meet with the instructors concerning those individuals recommended for graduation. The recommendation is discussed with the trainee for the purpose of exploring feelings and employment. Some group counseling is provided for the trainees but not on an ongoing basis.

An employability team provides a supportive environment to help the trainee reach his/her potential as an individual as well as offering employment skill assistance. When advisable, trainees are referred to supportive services such as: Mother's Health Clinic, Work Adjustment Center, Legal Aid Society, Community Legal Services Diagnostic and Rehabilitation Centers, Public Welfare and Day Care Centers.

There is a follow-up counseling program in operation whereby phone calls are made to trainees who are recent graduates. Trainees who are not employed are encouraged to come in for further counseling. Information is exchanged as the individual need arises.

The skill center's purpose is more far-reaching than simply being a place where someone comes to learn a trade. The intent is to provide a total environment for a major portion of the trainee's day with the realization that the environment constantly influences behavior. Candidates who enter training need ongoing guidance, encouragement and support. In addition to providing trade skills, the centers are demonstrating that poor self-concepts can be changed. When a trainee graduates he/she not only has the skills of a trade but hopefully considers himself/herself to be a productive, confident individual.

According to the evaluation criteria for operation, the centers must demonstrate the ability to provide comprehensive services for all trainees; education services including basic education, prevocational training, communication skills, employment security services including employment counseling and placement, must be available at the center at all times. The center should also have available support services, including but not limited to, health, legal,

family and child care services preferably on-site. However, arrangements for referrals to community agencies on a regular basis are allowable when needed.

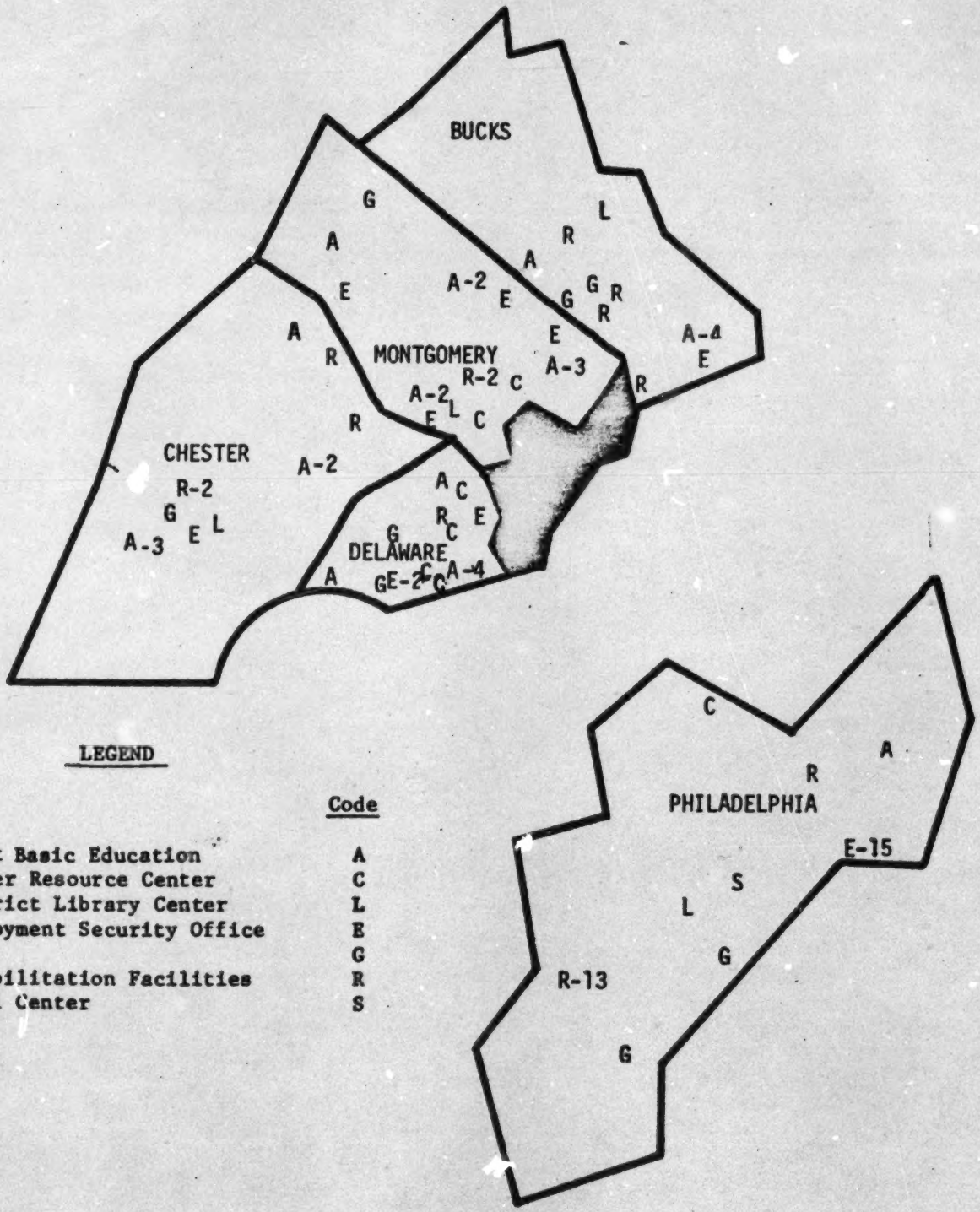
Each center should make available training in a variety of occupations for both male and female trainees. At least four occupational clusters with several occupational offerings in each area are needed to provide opportunity for all trainees. Plans for centers should be responsive to the continuing needs in the area, with programs designed to meet long-range demands of industry and the local population. Training in the center should be offered during prime-time. When training is offered at other hours, the educational, employment and supportive services must be available.

Provisions for other programs under transition and national contracts may be made at the center at any time. Each center should have full-time professional and clerical education and employment staff which may be augmented by such part-time persons as are required. The centers must have the ability to expand and contract their training capability while maintaining an efficient operation. This means the ability to shift occupational offerings and services provided as well as to vary center capacity in accordance with the needs of the community and the trainees.

REGIONAL SUMMARY

Pages 12 to 31 include county outline maps for each of the 10 higher education planning units. Coded on each of these maps is the approximate location of the various types of educational counseling services for nonschool adults available within each region. Following each of the regional maps is an alphabetical listing, by location, of the counseling centers available within the particular region.

Region 1-Delaware Valley



LEGEND

	Code
Adult Basic Education	A
Career Resource Center	C
District Library Center	L
Employment Security Office	E
GED	G
Rehabilitation Facilities	R
Skill Center	S

REGION 1-DELAWARE VALLEY

Adult Basic Education

Ambler
Boothwyn
Bristol-3
Chester
Coatesville
Cornwells Heights
Elkins Park
Folsom
Fort Washington
Horsham
Lansdale-2
Levittown
Norristown
Pottstown
Sharon Hill-2
Spring City
Warminster
West Chester-2
Yeadon

Career Resource Centers

Chester
Elkins Park
Media
Radnor
Springfield
Wyncote

District Library Centers

Bucks County Free Library
Chester County DLC
Easton Area Public Library
Free Library of Philadelphia
Norristown Public Library

Employment Security Offices

Chester-2
Coatesville
Hatboro
Lansdale
Levittown
Norristown
Philadelphia-15
Pottstown
Upper Darby

GED

Bucks County Community College
Chester GED Test Center
Coatesville-South Brandywine Jr. H.S.
Delaware County Community College
Norristown Area High School
Philadelphia School District
Philadelphia Temple University
Souderton High School
William Tennent H.S.-Warminster

Rehabilitation Facilities

Coatesville
Cornwells Heights
Devon
Doylestown
Elywn
Langhorne
Lansdowne
Malvern
Newtown
Norristown-2
Philadelphia-13
Spring City
Thorndale

Skill Centers

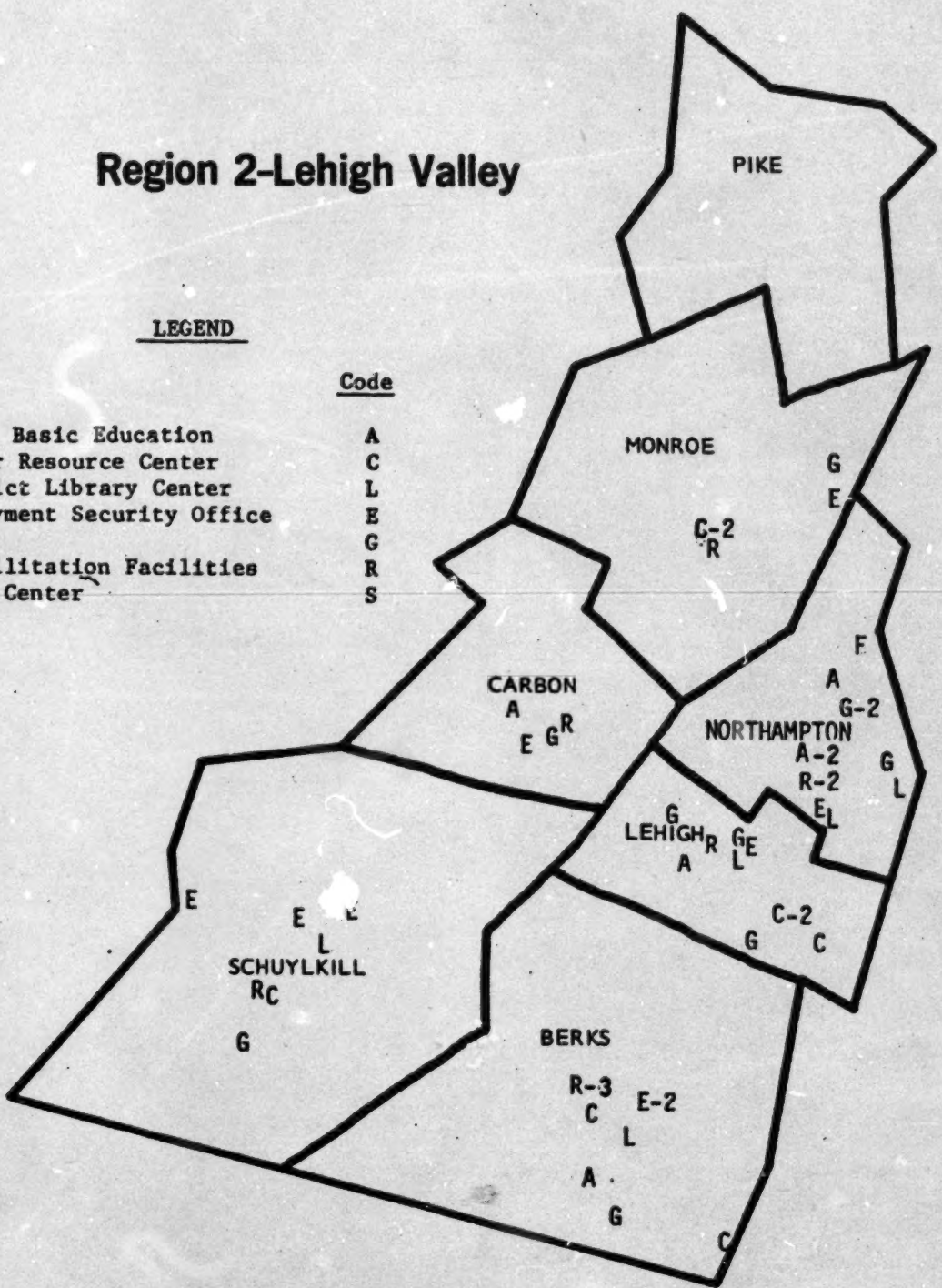
(CETA-Comprehensive Employment and Training Act)

Philadelphia-J.F. Kennedy

Region 2-Lehigh Valley

LEGEND

	Code
Adult Basic Education	A
Career Resource Center	C
District Library Center	L
Employment Security Office	E
GED	G
Rehabilitation Facilities	R
Skill Center	S



Adult Basic Education

Allentown
Bethlehem-2
Easton
Jim Thorpe
Reading

Career Resource Centers

Center Valley
East Stroudsburg-2
Elverson
Emmaus-2
Pottsville
Reading

District Library Centers

Allentown Public Library
Bethlehem Public Library
Pottsville Free Public Library
Reading Public Library

Employment Security Offices

Allentown
Bethlehem
Easton
Jim Thorpe
Lehigh Valley Sp. Placement
Pottsville
Reading-2
Shenandoah
Stroudsburg
Tamaqua

GED

Allentown-William Allen H.S.
Bethlehem-Liberty High School
Carbon County AVTS
Catasauqua High School
Easton Jr. High School
Lehigh County VTS
Pottsville-South Schuylkill AVTS
Reading H.S.
Stroudsburg H.S.
Vo-Tech School of Eastern Northampton County

Rehabilitation Facilities

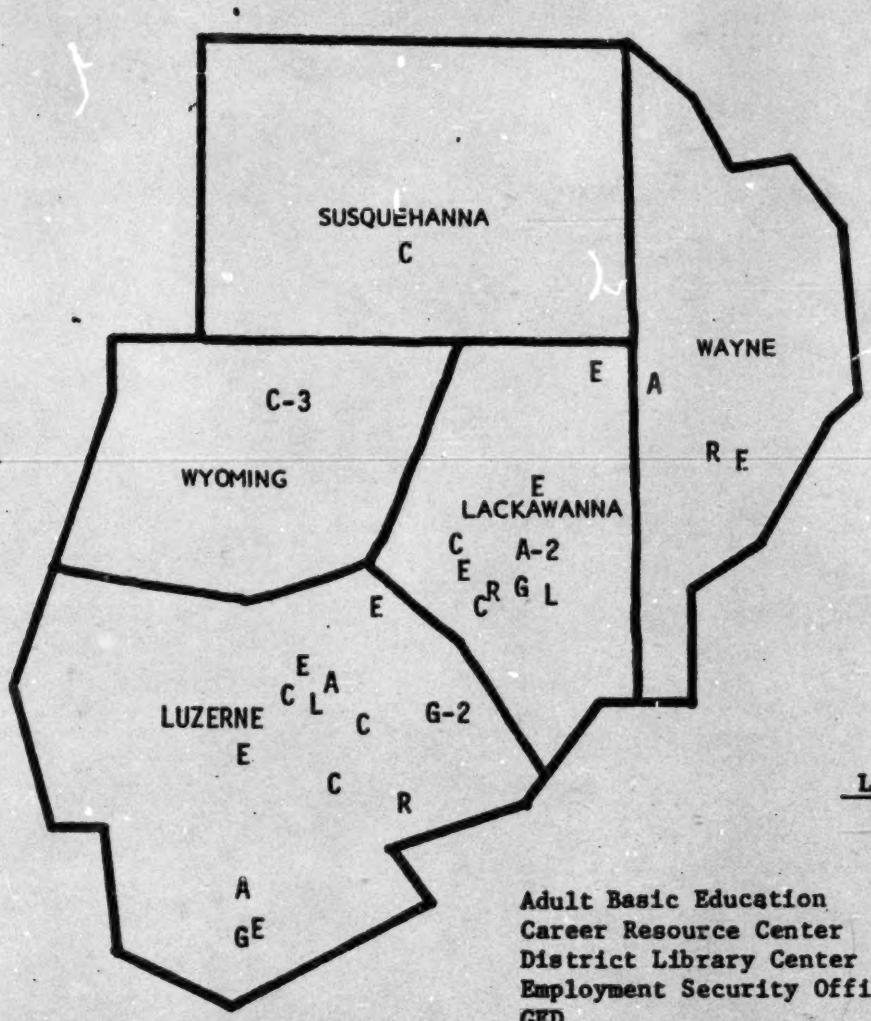
Allentown
Bethlehem-2
East Stroudsburg
Pottsville
Reading-3
Wernersville

Skill Centers

(CETA-Comprehensive Employment and Training Act)

None

Region 3-Northeast



LEGEND

	Code
Adult Basic Education	A
Career Resource Center	C
District Library Center	L
Employment Security Office	E
GED	G
Rehabilitation Facilities	R
Skill Center	S

REGION 3-NORTHEAST

Adult Basic Education

Hazleton
Scranton-2
South Canaan
Wilkes-Barre

Career Resource Centers

Clarks Summit
Forty-Fort
Kingsley
Kingston-2
Tunkhannock-3

District Library Centers

Osterhout Free Library
Scranton Public Library

Employment Security Offices

Carbondale
Hazleton
Honesdale
Nanticoke
Olyphant
Pittston
Scranton
Wilkes-Barre

GED

Hazleton Senior High School
James M. Coughlin H.S.
Scranton Technical H.S.
Wilkes College

Rehabilitation Facilities

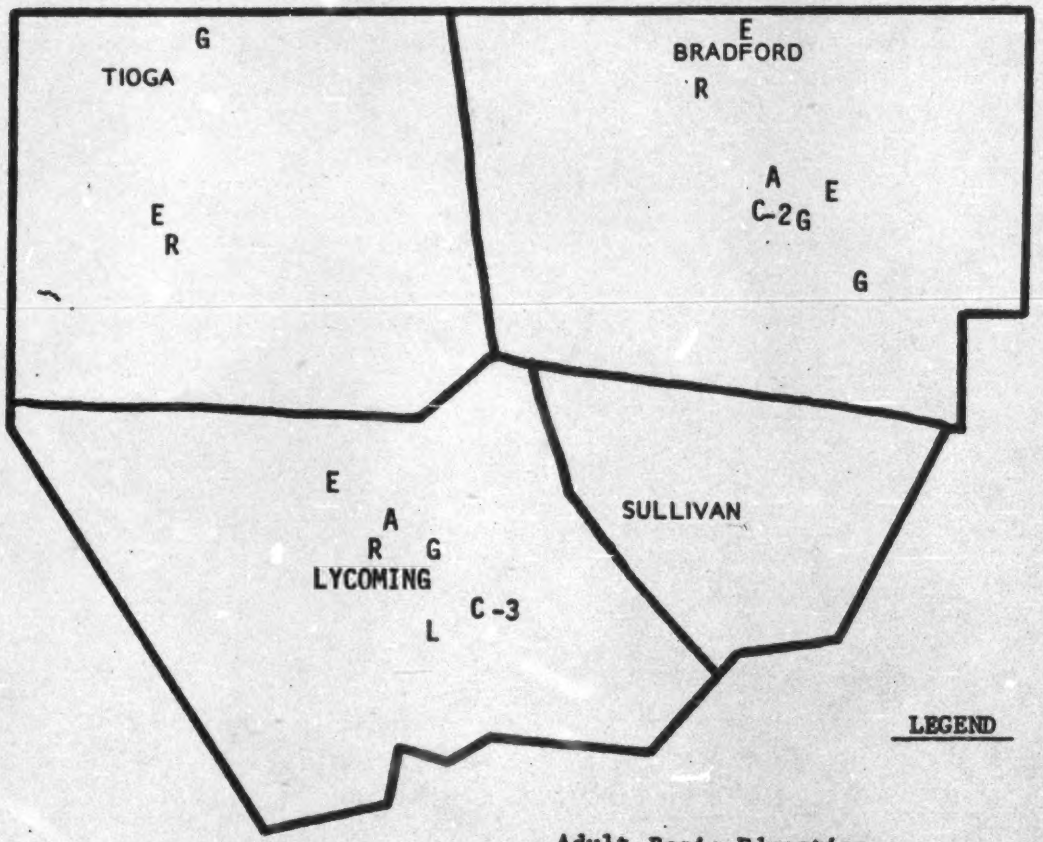
Honesdale
Scranton
Wilkes-Barre

Skill Centers

(CETA-Comprehensive Employment and Training Act)

None

Region 4-Northern Tier



LEGEND

	Code
Adult Basic Education	A
Career Resource Center	C
District Library Center	L
Employment Security Office	E
GED	G
Rehabilitation Facilities	R
Skill Center	S

REGION 4-NORTHERN TIER

Adult Basic Education

Towanda
Williamsport

Career Resource Centers

Montoursville-3
Towanda-2

District Library Centers

James V. Brown Library of
Williamsport and
Lycoming County

Employment Security Offices

Sayre
Towanda
Wellsboro
Williamsport

GED

Elkland High School
Towanda Area Senior H.S.
Williamsport Area School
Wyalusing Valley H.S.

Rehabilitation Facilities

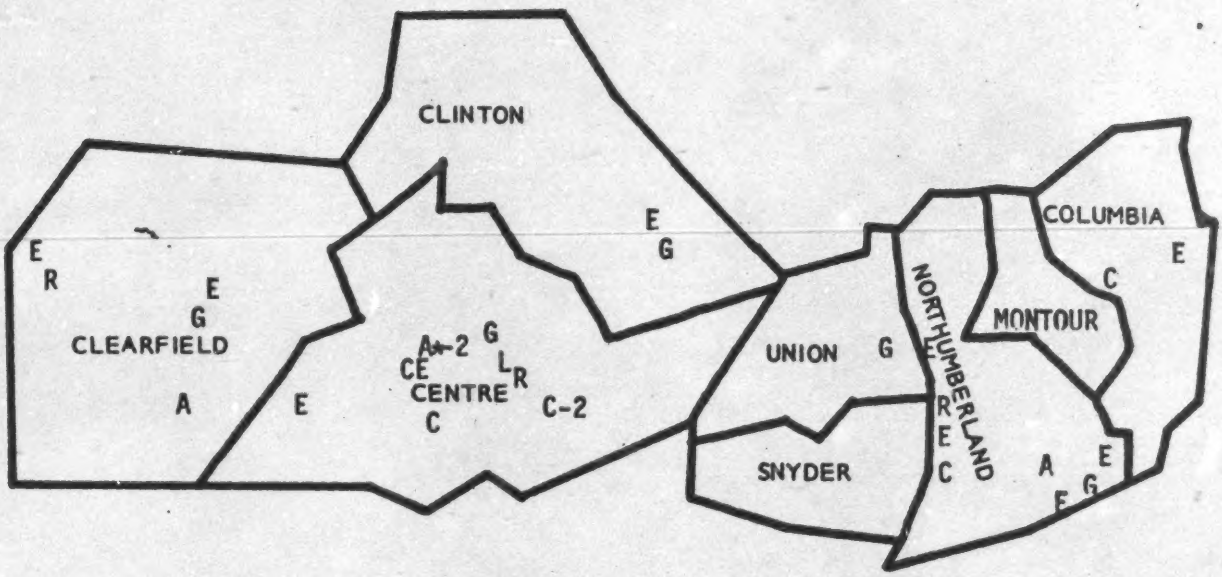
Athens
Wellsboro
Williamsport

Skill Centers

(CETA-Comprehensive Employment and Training Act)

None

Region 5-Susquehanna



LEGEND

	Code
Adult Basic Education	A
Career Resource Center	C
District Library Center	L
Employment Security Office	E
GED	G
Rehabilitation Facilities	R
Skill Center	S

*Denotes a center location where there are at least one or two full-time personnel.

REGION 5-SUSQUEHANNA

Adult Basic Education

Houtzdale
Mt. Carmel
Pleasant Gap*
State College

Career Resource Centers

Bloomsburg
Spring Mills-2
State College
Sunbury
Wingate

District Library Centers

Centre County Library

Employment Security Offices

Berwick
Clearfield
DuBois
Lock Haven
Milton
Mt. Carmel
Philipsburg
Shamokin
State College
Sunbury

GED

Bellefonte Senior High School
Clearfield Area Senior High
Lewisburg-Central Susquehanna
Lock Haven Sr. H.S.
Mt. Carmel Area H.S.

Rehabilitation Facilities

Bellefonte
DuBois
Sunbury

Skill Centers

(CETA-Comprehensive Employment and Training Act)

None

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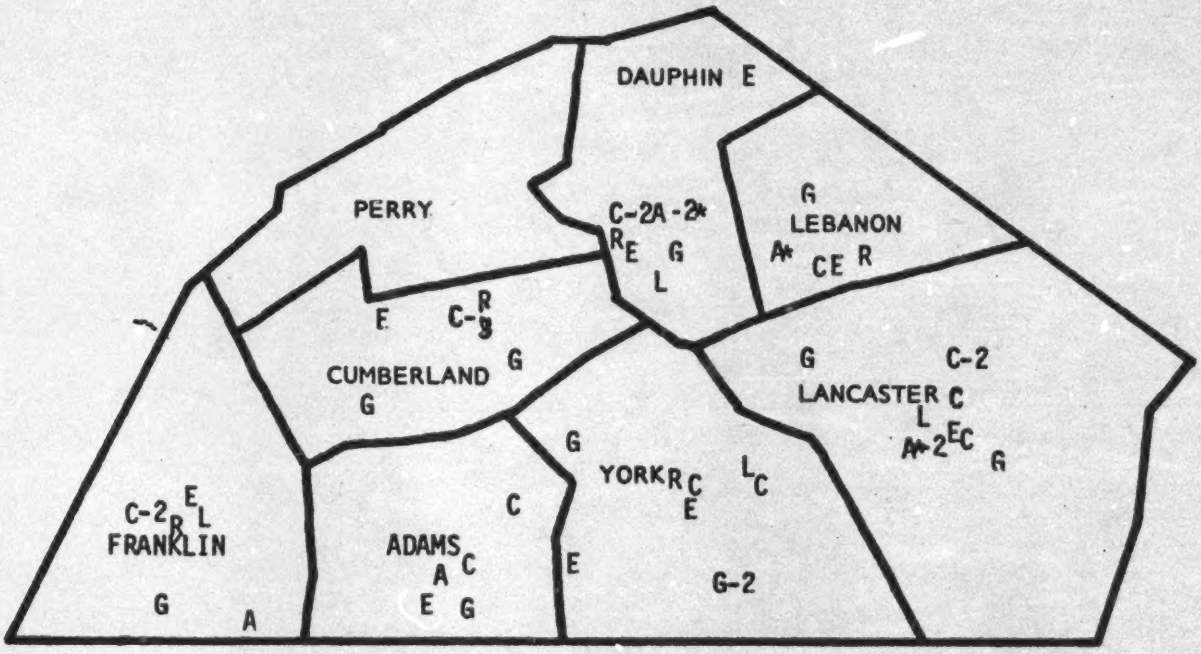
Region 6-Capitol



LEGEND

	Code
Adult Basic Education	A
Career Resource Center	C
District Library Center	L
Employmsnt Security Office	E
GED	G
Rehabilitation Facilities	R
Skill Center	S

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REGION 6-CAPITOL

Adult Basic Education

Gettysburg
Harrisburg-2*
Lancaster-2*
Lebanon
Waynesboro

Career Resource Centers

Biglerville
Carlisle-3
Ephrata-2
Harrsiburg-2
Leola
Manchester
Mercersburg-2
York
York Springs

District Library Centers

Conococheague District Library
Harrisburg Public Library
Lancaster County Library
Martin Memorial Library

Employment Security Offices

Carlisle
Chambersburg
Gettysburg
Hanover
Harrisburg
Lancaster
Lebanon
Williamstown
York

GED

Carlisle Senior High School
Dillsburg-Northern Senior High
Elizabethtown Area High School
Gettysburg College
Harrisburg Area Community College
J.P. McCaskey High School
Lebanon Sr. High School
Shippensburg Sr. H.S.
Waynesboro Area High School
William Penn High School
York County Vo-Tech School

Rehabilitation Facilities

Carlisle
Chambersburg
Harrisburg
Lebanon
York

Skill Centers

(CETA-Comprehensive Employment and Training Act)

None

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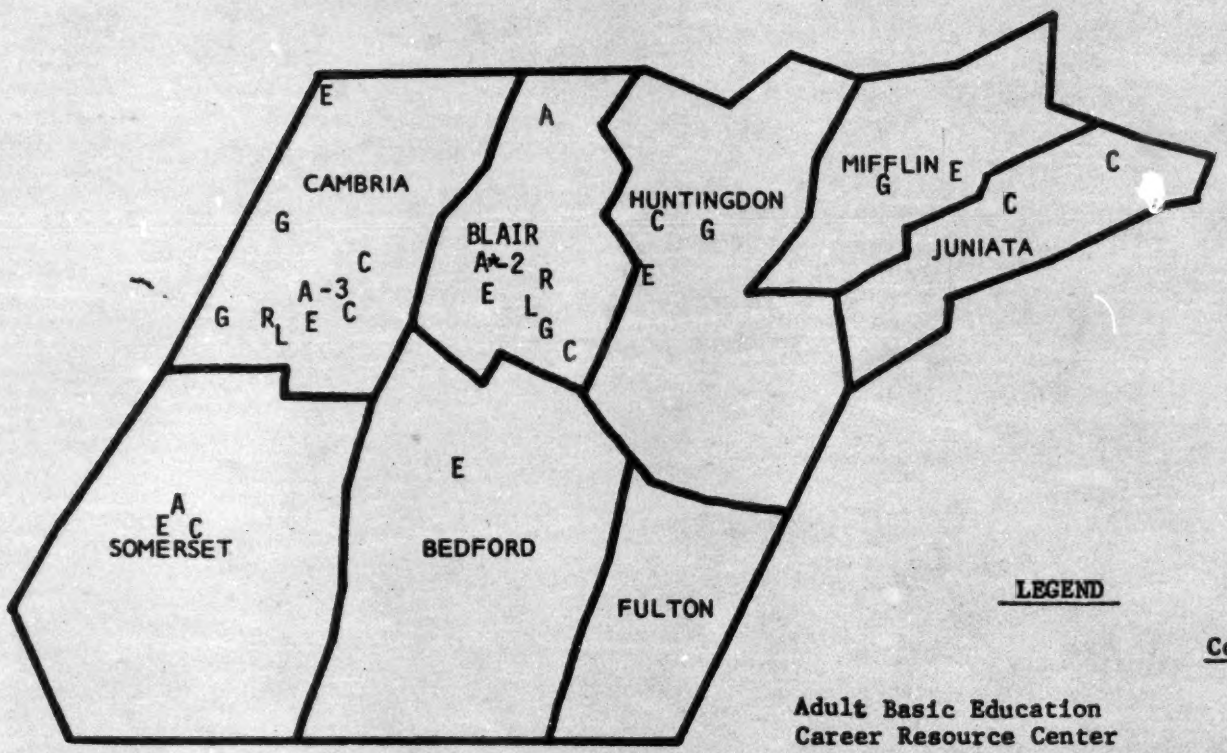
Region 7-Turnpike



LEGEND

	Code
Adult Basic Education	A
Career Resource Center	C
District Library Center	L
Employment Security Office	E
GED	G
Rehabilitation Facilities	R
Skill Center	S

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REGION 7-TURNPIKE

Adult Basic Education

Altoona-2*
Johnstown-3
Somerset
Tyrone

Career Resource Centers

Alexandria
Cocalamus
Johnstown-3
Mifflintown
Rockwood
Sidman

District Library Centers

Altoona Area Public Library
Cambria County Library System

Employment Security Offices

Altoona
Barnesboro
Bedford
Huntingdon
Johnstown
Lewistown
Somerset

GED

Altoona High School
Ebensburg-Appalachia IU 8
Educational Research Center-Johnstown
Huntingdon Area Sr. High School
Lewistown-Chief Logan High School

Rehabilitation Facilities

Altoona
Johnstown

Skill Centers

(CETA-Comprehensive Employment and Training Act)

None

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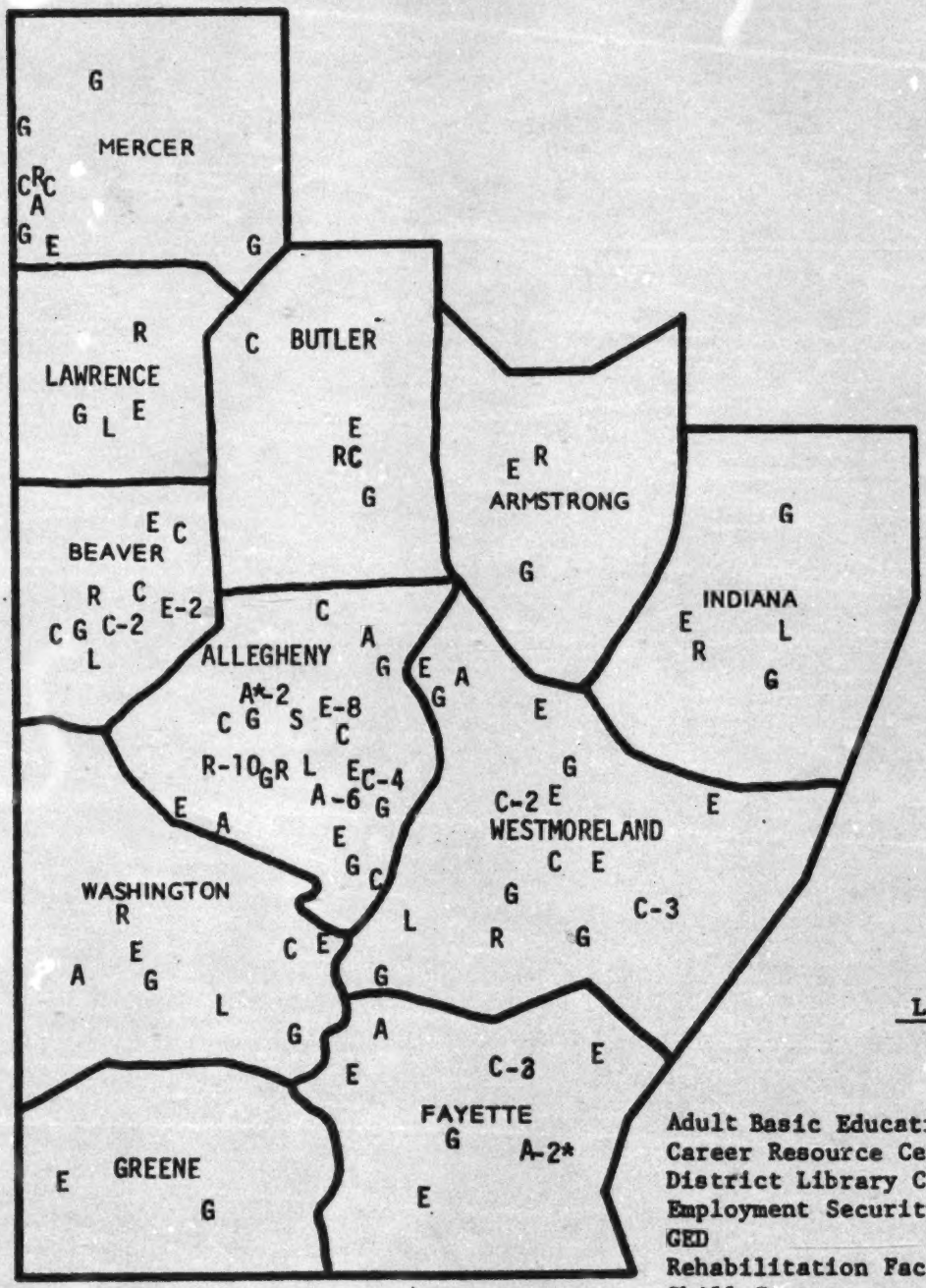
Region 8-Southwest



LEGEND

	Code
Adult Basic Education	A
Career Resource Center	C
District Library Center	L
Employment Security Office	E
GED	G
Rehabilitation Facilities	R
Skill Center	S

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REGION 8-SOUTHWEST

Adult Basic Education

Bethel Park
Carnegie
Clariton
Duquesne
Farrell
Highlands
McKees
McKeesport-2
New Kensington
Perryopolis
Pittsburgh-2*
Tarentum
Uniontown-2*
Washington

Career Resource Centers

Aliquippa-2
Avalon
Beaver Falls
Butler
Charleroi
Connellsville
Elizabeth
Farrell-2
Gibsonia
Greensburg
Latrobe-2
Ligonier
Meadowlands
McKeesport-2
Monaca
Rochester
Slippery Rock
Wilkensburg

District Library Centers

B.F. Jones Memorial Library
Carnegie Library of Pittsburgh
Citizens Library
Monessen Public Library
New Castle Public Library
Rhodes R. Stabley Library

Employment Security Offices

Ambridge
Beaver Falls
Braddock
Brownsville
Butler
Carnegie

Employment Security Offices (Cont'd)

Charleroi
Connellsville
Greensburg
Indiana
Jeannette
Kittanning
Latrobe
McKeesport
New Castle
New Kensington
Pittsburgh-8
Rochester
Sharon
Uniontown
Vandergrift
Washington
Waynesburg

GED

Butler Area Sr. High School
Donora High School
Duquesne High School
Farrell H.S.
Greenville Senior H.S.
Greensburg/Salem Jr. H.S.
Grove City Area H.S.
Indiana Area Sr. H.S.
Kittanning Sr. H.S.
Latrobe-Eastern Westmoreland Vo-Tech School
McKeesport Vo-Tech H.S.
Monaca-Community College of Beaver County
Monessen Jr. H.S.
Natrona Heights-Highland Sr. H.S.
New Castle-Lawrence Co. Vo-Tech
New Kensington GED Center
Pittsburgh-North Hills H.S.
Pittsburgh-Connelley Skill Learning Center
Sharon School District
Uniontown Sr. H.S.
W. A. McCreery School-Marion Center
Washington-Trinity High School
Waynesburg College
Youngwood-Westmoreland CCC

*Denotes a center location where there are at least one or two full-time personnel.

Rehabilitation Facilities

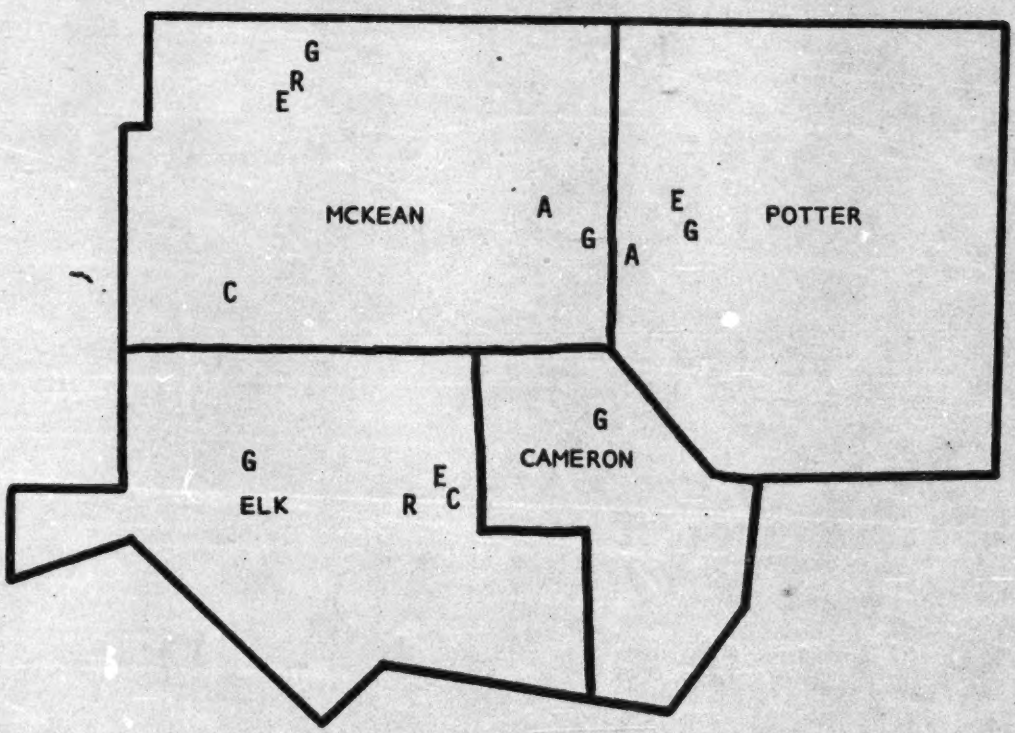
Aliquippa
Butler
Greensburg
Homestead
Indiana
Kittanning
New Castle
Pittsburgh-10
Sharon

Skill Centers

(CETA-Comprehensive Employment and Training Act)

Connelley-Pittsburgh

Region 9-North Central



LEGEND

	Code
Adult Basic Education	A
Career Resource Center	C
District Library Center	L
Employment Security Office	E
GED	G
Rehabilitation Facilities	R
Skill Center	S

REGION 9-NORTH CENTRAL

Adult Basic Education

Coudersport
Port Allegheny

Career Resource Centers

Kane
St. Mary's

District Library Centers

None

Employment Security Offices

Bradford
Coudersport
St. Mary's

GED

Bradford-Lincoln High School
Cameron County School
Coudersport Area High School
Port Allegheny High School
Ridgway Area Jr.-Sr. High School

Rehabilitation Facilities

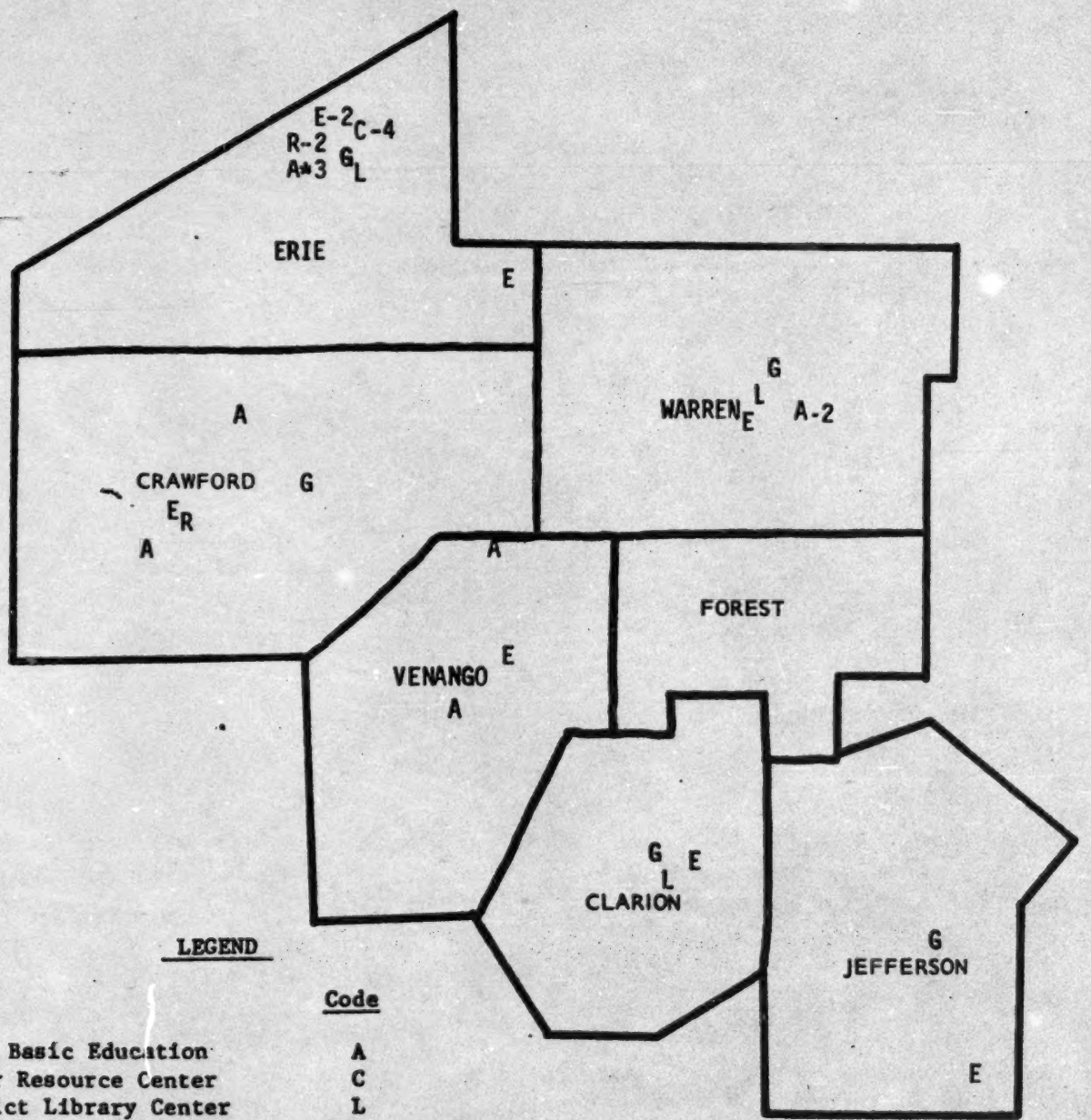
Bradford
St. Mary's

Skill Centers

(CETA-Comprehensive Employment and Training Act)

None

Region 10-Northwest



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Employment Security Office	E
GED	G
Rehabilitation Facilities	R
Skill Center	S

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REGION 10-NORTHWEST

Adult Basic Education

Erie-3*
Franklin
Meadville
Saegertown
Titusville
Warren-2

Career Resource Centers

Erie-4

District Library Centers

Clarion Free Library
Erie Public Library
Warren Library Association

Employment Security Offices

Clarion
Corry
Erie
Meadville
Oil City
Punxsutawney
Warren

GED

Clarion Area School District
Crawford County Area Vo-Tech School
Erie School District
Reynoldsville-Jefferson County
Warren County School

Rehabilitation Facilities

Erie-2
Meadville

Skill Centers

(CETA-Comprehensive Employment and Training Act)

None

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